

Dr. Anita Archer: Expository Writing gr. 4-12

Disclaimer: these are just notes, there is not way to duplicate in print the incredible experience of a workshop w/Anita Archer - however many of the key BIG Ideas will be clear and of value I trust... KF

Overview/Intro

Need for expository writing - a life skill - stories are rarely written as adults - even by middle school: we need to teach kids how to write factual/informational/persuasive paragraphs, reports, essays.... and far too often, writing is assigned but NOT directly taught and coached with the care, specificity, and focus young learners need to develop effective writing skills/strategies/competencies.

Active Participation

- must get all kids engaged - not just the most proficient/high performers/fluent in English : must avoid the unintentional, but all too common "teach the best & leave the rest"
- practices to avoid: 1) hand raising for discussion, round robin reading, blurting
- practices to use:

1) choral responses -all say together-wakes kids up -give thinking time - the respond

2) partner responses - most useful for writing instruction

- teacher chooses - high with middle performing, middle with lower
- give a designation of 1 or 2 (or whatever)-so you can choreograph involvement
- regularly ask kids to share answers with partners BEFORE you randomly call on them: many benefits including:
 1. kids would get feedback from their partner
 2. more time to think and rehearse - encourages reflection
 3. likely to be more confident and willing to share with the group
 4. more kids participating
 5. more kids more attentive/engaged & interested in others responses to compare/contrast with their own

3) written responses (a good thing to do at a writing in service!!)

- good to have kids write things to focus their attention/thoughts

Goals: 1) honor you for the great stuff you already do - validation

2) remind you to do things you may know - but have slipped out of your repertoire and to encourage you to bring them back

3) add some new ideas/strategies

Writing

- different kinds of genres - each requires different knowledge/structure/understandings although some things will generalize

- do a little graphic organizer: "GENRE" in the middle of a page-generate & think of different kinds of genre you might write:

letter: friendly, business, persuasive, compliment, invitation, thank you - all different kinds of letters

story: myth, legend, science fiction, coming of age, hero, etc.

* group then individually listed as many genre and examples within them as they could while

Anita monitored -and listed examples with their names on an overhead..

- then pairs (1's then 2's) share their lists with each other - add new stuff

**** great idea** in any kind of instruction where prior knowledge is being activated/ brainstorming etc. - have kids work individually at listing - teacher circulates and creates a master list including student's name on the overhead alongside each idea - then T debriefs the whole group - kids are encouraged to add any new ideas to their list - and gives the T a nice opportunity to acknowledge kids individual contributions-they see their "name in lights"

- encourage kids to put a ✓ by any ideas they also had - and simply add any new ones

expository/informational: report, summary, answer questions, lab reports

biography: auto/bio/incident - narrative or factual style

poetry: haiku, free verse, etc.

descriptive: observations, experiences

persuasive: essay, add, letter, report

practical: email, recipe, to do list, directions etc.

essay: reflections, critique, reaction, response to literature, etc.

autobiographical: in either narrative or factual style

- Remind ourselves each of these have different structural characteristics - many things will generalize but many are specific:

- one key strategy we use over and over is **Structured Brainstorming** - primarily using partners (think/write-pair-share) - to generate ideas first - before any discussion of what to write - many students have a dearth of ideas - and this hampers the writing before it begins...

Reflect - how did Anita engage all of us as adults as a part of brainstorming...

THINK/WRITE - PAIR - SHARE - good cooperative learning strategy...

How did Anita make it better...

- 1) didn't just ask audience to think... gave a specific topic
- 2) not just think - but record (we are not psychic!) - so write em down
- 3) didn't say just 3 ideas - said keep writing until I say stop!
"avoid the void" - make the task eternal! some kids may write 3, others 23... but keep 'em all going
- 4) share - ask kids to record any ideas from their partner - can ask kids. "tell me one idea from your partner"
- 5) share - can take too much time - if teach goes all around the room - kids check out and it is tedious... so the writing of names on the overhead works great:
- 6) allows you to organize the ideas on the overhead or board that students share, so it is not just random -very helpful for students to see how ideas brainstormed could be grouped - how they are related... not just a list

Reflect: What are the genres - types of tasks that are most important in your class?

Varied by age/grade/subject: from 4th gr teachers saying paragraph summaries to high school science teacher saying lab reports

BIG Ideas - Keys to Successful Writing That Cross Age/Grade

- 1) Few genre - do it many times, many ways, easy to hard, etc.
- 2) Many products of the same genre: many summaries or lab reports, not just one

School Wide Writing Priorities: "less is more"

**** DON'T TRY TO TEACH EM ALL IN A YEAR** - no Genre of the day plan!!

Kids will never learn to write well if we are all over the map in genres - need to have a coherent plan that fits with real writing priorities - teach less far better/more mastery

Few Genre:

- choose 1 to 2 "lynch pin" genre for each grade level - genre you will guarantee
- write many products that go with this genre - of course dabble in all kinds of writing, but insure the kids all master the critical genre for your grade level
- need a scope and sequence for writing genre
-

Many Products:

**** big problem** - have kids write one factual report - no mastery will happen

e.g. 5th grade state report - one report will not prep you for middle school

- far better if you write many shorter reports - not just one BIG one...
- view writing as a UNIT not a daily exercise...

- one study compared this - 5th graders writing 5—6 small state reports rather than one big one - results clearly favored the 5-6 many reports...

For Example: 4th graders and descriptive paragraph:

Mon: I model - and present attributes

Tu: write one together

Wed. write another - fade help

Th: - Fri & Mon - Fri of next week: they write one each day

Next week - write 2-3 more descriptive paragraphs on their own...

* May be week to week in content area teaching for middle/high school content teachers writing summaries of the chapter - write one each week for 6-10 weeks after each chapter until the students have some significant degree of mastery

** Issue - grading - how can a High School history teacher grade 150 summaries each week? Kids need the practice but teachers might not assign/teach due to this - need an alternative plan that does not punish teachers...

e.g. Assign points as the kids are writing - during each period - but not grading as in take home - kids got to pick best summary for deep grading in the 4-5 week period... this one is graded...

Motivation: Isn't all this writing of one or 2 genres boring to students?

- is this focused kind of writing boring to kids?? NO - the competence is what motivates as well as the topic/experience... ability to do it well.

Check literature on motivation... **3 BIG ELEMENTS: NOT JUST NOVELTY**

- 1) **Successful doing** (belief that "yes I can do it") - perceived possibility of success
- 2) **Interest** (we care about the content) - e.g. manipulate the topics to increase likelihood students will be interested (e.g. rather than the topic in the book of recycling for 8th graders - chose teenage curfew which was an issue in the local community).
- 3) **Choice** (narrow choice - not wide that is motivating)
 - e.g. not "an incident in your life" - "a time you were really scared" (too broad or open ended -is paralyzing for many of us -but very specific and narrow choice makes it far easier
 - sometimes there is not choice, the science experiment is what it is - no choice...

Journal Writing??

- having students write in lit response journals etc. does increase their ability to produce writing... it will increase their QUANTITY of writing - which is a good thing... but journaling alone will NOT improve the QUALITY... this requires specific explicit teaching - especially for written forms, like Academic Writing - that is fairly technical and specific...
- can have a little journal burn out if doing the same basic thing for years..
- one study had students write in response to a topic for the first 5 min every day - they graphed the number of words they wrote every day... this will make it more interesting for the students and improve the quantity (only rule was you could not repeat the same word, "it was a really really really good movie...")
- do NOT grade these all - simply track that the students are doing it...

Instructional Model for Teaching Written Composition

- 1) **Necessary Preskills** - reflect on what prior knowledge is required, pull it out and preteach it in advance - too much to embed in a lesson - cognitive demand gets over helming for the kids - don't pay attention to the genre you are teaching...
- 2) **Critical attributes of the genre** - "**WHAT IS IT?**" - how do you know what it is, today we call it a rubric - that details the attributes of what is essential about that genre - what must be present in that type of writing
 - illustrate it by examples and NON-examples linked directly to that rubric
 - tell kids where they are going in advance - have a mental image of the end result

* happens in school all the time - "write a report" with little guidance on what we are looking for...
- 3) **Process for writing the product/genre** - the **HOW TO DO IT**
 - some version of the writing process (all have some version of this) - would be great if all teachers used the same process steps - consistency for the kids

* many classrooms giving kids a rubric (which is good) but leave out the how do you get there... same issue in math instruction with what (concept) and the how (computation)

We can't simply assign writing tasks and pray the kids are able to do it... the era of "assign and bless" is at an end. We must teach students HOW to write whatever the product or genre is - by following these steps: What - the How using some form of Process Writing... We are learning that the key to the writing process is what we do **BEFORE** the students write that makes the biggest difference in improving student achievement - much like the notion of "Instructional Frontloading" of key vocabulary/background knowledge in content area reading.

PRESKILLS

1) Clarify necessary preskills:

e.g. Descriptive Paragraph

Can write a sentence (subject, predicate, makes sense)

Can write a paragraph (topic sentence, related sentences, indent)

Can write sentences that include adjectives to describe nouns

Can use mechanics (capitalization, punctuation, spelling)

Can proofread for sense, grammar, spelling, etc.

2) Determine if preskills are known

3) Review and teach preskills as necessary

I do it

You do it

We do it

- can't wait for mastery here - but if kids have serious gaps - do pull em out and preteach them to at least get some foundation - much of it will be realized via application in writing

WHAT - Critical Attributes - Construction & Use of Rubrics to Teach Writing

1) Determine critical attributes of the product

e.g. Sentence: who (subject) , what (predicate) and makes sense

2) Turn the attributes into a rubric

a. write the critical attributes as questions

b. add an evaluation scale

example: yes no

- kids didn't do anything with the "no" added: yes or "fix up" - communicate to kids to do something!!

- scales: **0 1 2 3 4** : need an absolute zero for nothing present and a mid point
fix up

- can use any scale you like - but having a zero and a mid point are helpful...

c. additional weight can be given for specific items

- don't weight name on paper same as sentence transitions

- allows you to show kids what elements you are valuing the most

x5 0 1 2 3 4 5

x1 0 1 2 3 4 5 and so on

**** a great example here - Kate Kinsella often has a x5 for using at least 3 of the pre-taught vocabulary from the lesson in the student's summary - this prompts students to apply new vocabulary**

d. use the rubric questions along the way - **NOT** just for teacher evaluation

- 1) introducing examples
- 2) analyzing examples/non-examples
- 3) modeling the writing process
- 4) guiding students in writing and editing process
- 5) evaluating written products

- the 10-12 rubrics included in the handout should be viewed as flexible - add to them and/or delete as what you are trying to teach/kids/interest suggest...

Six Trait Rubric - from Northwest Regional Lab - generic rubric

- 1) Ideas
- 2) Organization (differs most widely across genre - single)
- 3) Voice
- 4) Word Choice (can be very critical in some genre e.g. descriptive)
- 5) Sentence Fluency/Variety (how they start, types, long/short)
- 6) Writing Conventions (basic grammar, punctuation, spelling)

This framework is useful in general - but totally overwhelming to kids in total - can't focus on all of these elements at once - research supports a far more focused approach based on what is most important - **ORGANIZATION** - of that genre - and always working on the conventions - then as they get better then begin to focus on word choice, voice, sentence variety, etc. - so as to not be so overwhelming - especially helpful for ELLs , young writers, special needs students - etc. BUT helpful for just about any writer.

- pull out what is most important for a particular genre - add to/expand as kids needs indicate... always begin with organizational piece (see additional rubrics)

Generic Proofreading Checklist Rubric

NO	YES
<u>0 1 2</u>	3 4 5
fix up zone	

- | | |
|-------------|--|
| 0 1 2 3 4 5 | 1. Do the sentences make sense? |
| 0 1 2 3 4 5 | 2. Are capitals used correctly? |
| 0 1 2 3 4 5 | 3. Are punctuation marks used correctly? |
| 0 1 2 3 4 5 | 4. Are words spelled correctly? |
| 0 1 2 3 4 5 | 5. Are paragraphs indented? |
| 0 1 2 3 4 5 | 6. Is the handwriting/typing neat & legible? |

Factual Paragraph

NO YES

0 1 2 3 4 5

fix up zone

- 0 1 2 3 4 5 1. Does the first sentence tell the topic of the paragraph?
- 0 1 2 3 4 5 2. Do the remaining sentences give supporting details about the topic?
- 0 1 2 3 4 5 3. Is the information presented in a logical order?
- 0 1 2 3 4 5 4. Are linking words used (e.g. however, therefore, first) to connect ideas where appropriate?
- 0 1 2 3 4 5 5. Is the paragraph easy to understand?

* for Factual Essay - expand to multi paragraphs with adding an introduction and a conclusion... be sure to instruct kids to begin with the body, then write intro and last write the conclusion... don't do in a linear fashion....

Summary

NO YES

0 1 2 3 4 5

fix up zone

- 0 1 2 3 4 5 1. Does the summary state the main idea of the material?
- 0 1 2 3 4 5 2. Does the summary only contain important details?
- 0 1 2 3 4 5 3. Are ideas combined in one sentence when possible?
- 0 1 2 3 4 5 4. Is the summary written in the author's own words?
- 0 1 2 3 4 5 5. Is summary brief?

** Rubrics are also very helpful to parents so they can support their kids - not just generics but very specific details....

** Far too often rubrics are used for teacher evaluation primarily - are very complex - and either not used - or not used systematically to guide kids through the process of actually learning to write... after the fact is too late to help the writing very much....

HOW TO TEACH A GENRE e.g. Descriptive paragraphs

Descriptive Paragraph

NO YES

0 1 2 3 4 5

fix up zone

- | | |
|-------------|--|
| 0 1 2 3 4 5 | 1. Does the first sentence tell what is being described? |
| 0 1 2 3 4 5 | 2. Do the other sentences tell more about what is being described? |
| 0 1 2 3 4 5 | 3. Are descriptive words used? |
| 0 1 2 3 4 5 | 4. Are sentences in logical order? |
| 0 1 2 3 4 5 | 5. Does the paragraph paint a clear & accurate picture of what is being described? |
| 0 1 2 3 4 5 | 6. Is the description easy for the reader to understand? |

1) ask self: what are necessary preskills?

e.g. teach kids how to add adjectives to tell more about a noun to enhance our description...

2) teach critical attributes of the product

- turn the attributes into a rubric/questions as above

* provide examples & non-examples to clarify - if you simply give the rubric to kids it does little to enlighten them... need to walk them through each step of the product...

Model for kids using: what it is, rationale - where in life would we do this?

Teaching Process:

Use an example of a descriptive paragraph to analyze and teach the attributes

1. read the example together (use cloze or choral reading to involve all)

2. introduce rating system w/rubric to show kids why it is an example

* read 1st rubric element together - check against 1st sentence in ex.

- underline the topic (what is being described) in the example

- mark "4" on the rubric

* go through the rest of the rubric in this fashion - kids underline words in the example and marking the rubric accordingly

*** always come together and clarify the "WHY" of our scores on the rubric using our active participation strategies (choral/partner responses)**

- some have a range of evaluation - it is either there or not (e.g. 1st sentence tells what is being described?) or a range - where it is a bit more subjective... such as, "are the sentences written in a logical order" - no one way to do this... it is a bit subjective - teach kids the various ways we typically do this: e.g. first to last, top to bottom, beginning to end and so forth... just has to make sense....usually: **time/space/importance** as the organizers

**** what is key? - does it need fixing up? we are forecasting when kids will need to adjust or self edit**

- pick examples and non-examples that are appropriate for your kids/age/English levels - want to pick examples in their "instructional zone" - not too easy to bore them and not challenge - not too hard so kids can't focus on the writing & it's instructional elements

*** IT IS A WASTE OF OUR TIME TO JUST PASS OUT THE RUBRIC
AND HOPE FOR ENLIGHTENMENT***

Use a Non-example to both firm up the concept - and practice the one of the hardest aspects of writing - self editing or "fix up" - just like in the research on concept teaching - present example first - then firm up with a non-example

* pick a non-example that is appropriate for your kids - if it is too far off the mark it won't be helpful to the kids... pick a non-example that is in the ballpark but missing some of the key elements

- use the same group teaching/partner/choral responding interactive process to analyze the non-example and now FIX-UP anything that is in the 0 1 2 zone... to help model for kids the self editing process

* just as in the example - go over each element in the rubric one at a time together

- e.g. *"The house sat on the hill."*

- could it be a mansion, a cabin, a ranch, an old/new house? etc. - so it is not a zero but it is in the fix up zone, a 1 or 2

- then go back to the first sentence and edit it together based on our rubric evaluation
- e.g. The house sat on the hill.

- change the description (adjective/verb) of house (kids can do differently - you model one way - encourage kids to do individually - then come back and share/compare)

- share with your partner how you changed it to make it more descriptive....

* weather beaten cottage, rickety old cabin, abandoned shack, shabby Victorian

- then change the description of the 2nd half of the sentence "...sat on a hill")

* share with partners - read entire sentence to your partner - then group share/compare

"raise your hand if you think your partner had a brilliant example" - then partner reads

* children much more likely to volunteer their partners - and it does honor each other *
- so you teach revising/editing while you firm up our understanding of the genre attributes

Pragmatics: to get students writing more...

- 1) Don't require that students revise and edit every practice - esp older kids will write less if they know they have to revise it totally... only do this for one they pick from that genre for a grade ...
- 2) Teachers - will assign less writing if they think they must grade it all...

instead - assign lots - monitor in class as they are writing - simply noting engagement, and then either randomly pick one to grade for process and/or have the students pick one to revise totally all the way through to final copy for a grade.

PROCESS (STRATEGY) :Teaching Students HOW to Compose a Written Product

1.) Select a writing strategy that lists the steps in the writing process (we all do this in some format or other)

e.g. P - prepare Brain Drain (prewriting)
O - organize Sloppy Copy (writing/draft)
W - write Neat Sheet (editing)
E - edit Goof Proof (proofreading)
R - rewrite Final fame (publishing)
S - share

- all essentially the same - Anita will be using **POWER** since it is the one she wrote and knows the best....

P - PREPARE with a subroutine of TAP - **T** - topic **A** - audience **P** - purpose

2 basic ways we always prepare:

- 1) think about it (e.g. think - pair - share/brainstorming)
- 2) audience - who is this for?? who will read this? if they say "you the teacher" - need to broaden it to adults with some knowledge of that topic...
- 3) purpose - why am I doing this? will it be graded, etc.

* as soon as you add research there is whole additional level of preskills

O - ORGANIZE - want to separate out the process of order & content so your first focus on content & then focus on order

1) "first you dump the content then you add the order"

1. using a **Frame** - where some of the words are there, kids add to it
" ____ and ____ are similar in many ways. First _____. However they are different in many ways _____."

* found Frames are good for very young writers and special ed students - don't have to even consider the order - only content... problem is with

generalization

2. **Listing** - list information, then go back and put the order

1. List 2. Cross Out 3. Connect 4. Number (tell)

- Mapping - topic/details - then go back and number the order of writing

2) Think sheets - works well for narrative writing - think about various aspects first (characters, setting, problem etc.)

* model whole process with an easier genre, such as descriptive paragraph, for students
Anita did this modeling a descriptive paragraph with "My Appearance"

PREPARE - would we think or do research (think of course!)

-model thinking overtly (look like you are thinking)

ORGANIZE - for this, we'll make a list: do this individually (don't number yet just list)

List is our brainstorming - get ideas out to work with

Cross out - if it doesn't fit our TAP (topic/audience/purpose), is a weak idea,
have too many ideas want to hone in, is too personal to share

- this is a form of editing before we write (remember editing is the
hardest thing to get kids to do - so do some of it BEFORE we write
a draft)

Connect - many students simply write one sentence per idea - this doesn't flow

- connect ideas that could go in one sentence is very helpful

Number - think order first (time/importance/space)

(Tell) - very helpful to tell ourselves or someone else what we are going to
write before we write it

* at each of these steps you are thinking outloud to model the thinking that goes on
covertly as a writer writes - provides a model of your thinking

WRITE

EDIT

Level 1: Understand

Level 2: Rubric

Level 3: Proofread (mechanics)

REWRITE

FACTUAL PARAGRAPHS

Factual Paragraph

NO YES

0 1 2 3 4 5

fix up zone

0 1 2 3 4 5 1. Does the first sentence tell the topic of the paragraph?

0 1 2 3 4 5 2. Do the remaining sentences give supporting details about the topic?

0 1 2 3 4 5 3. Is the information presented in a logical order?

0 1 2 3 4 5 4. Are linking words used (e.g. however, therefore, first) to connect
ideas where appropriate?

0 1 2 3 4 5 5. Is the paragraph easy to understand?

EX. TOPIC is Owls - what they look like

* read aloud an appropriate selection: ask kids to raise hands when you come to anything describing what Owls look like: - then note what goes with the topic on the overhead

Owls - look

- ✓ fluffy feathers
- ✓ dark grey markings
- ✓ enormous eyes etc.

* teach kids at any level - this kind of process to teach discernment - does this go with my topic or not, critical to know how to do before doing research - what is important to write down? what goes with my topic? (kids are not used to this level of thinking - they usually want to write everything down!)

* great for preteaching content in summer school or other content areas...

Extend into Report Writing

* embed the same processes of list, cross out, connect, & number (tell) and leave out the laborious/repetitious aspects of note cards etc.

PREPARE

- pick a topic - e.g. Shells
- generate questions about the topic
- construct a graphic organizer so she had a picture of her report - and only take notes on the topic areas (uses of shells, types, etc.)
- write each topic at the top of a separate sheet of paper - took notes on this page
- read reference material - takes notes ONLY on relevant info

ORGANIZE

- letter (a, b, c) the topics & subtopics on graphic organizer in terms of order you want to address in your report

* list/cross out/connect & number then writes her paragraph(s) for each topic

WRITE

- write the body first
 - then the introduction
 - last the conclusion
- * add a title

EDIT

Level 1 - sense/content

Level 2 - edit parts of the report linked to rubric for intro/body/conclusion

Level 3 - proofread each sentence - check the:

- * Capitals
- * Punctuation
- * Spelling
- * Sense

REWRITE

Proofread one more time

Make a title page

Get a folder (one full grade improvement at HS with folders in one study)

** with this detailed structure - kids do ever so much better - same process essentially all the way through a Ph.D. dissertation!!

Persuasive Paragraph

Persuasive Paragraph

NO YES

0 1 2 3 4 5

fix up zone

- | | |
|-------------|--|
| 0 1 2 3 4 5 | 1. Does the first sentence state the author's opinion |
| 0 1 2 3 4 5 | 2. Do the remaining sentences present reasons, facts, or examples to support the writer's opinion? |
| 0 1 2 3 4 5 | 3. Has the author considered the arguments on the other side of the issue? |
| 0 1 2 3 4 5 | 4. Is the author's opinion clear? |
| 0 1 2 3 4 5 | 5. Are the arguments convincing? |

- start with WHAT to give kids a vision of where the unit of writing instruction is going, then go to HOW to detail and guide the actual instruction in how to write factually (not just assign it!)

- use the same process as with all of the others: preskills, attributes - examples/non examples - process for writing

* compared mapping to listing - found students did better with the listing - especially found listing was easier for kids to link ideas and foster coherence... but either can work...

- very useful to brainstorm/research to generate ideas on the other side of the coin - good persuasive writing includes attention to the arguments on the other side (this is usually left out by kids who are so egotistical)

- anticipate the arguments on the other side - and use to strengthen your arguments

Persuasive Essays

- same idea expanded to larger more complex format;

- brainstormed ideas with other 8th gr. teachers on topics of interest to 8th graders

* added a think sheet:

Conclusion (opinion/stand) - take a position & defend it

Body

Premise (reason #1)

Premise (reason #2)

etc.

* put each premise on a separate sheet of paper

- use List/cross out/connect/number for each paragraph

Conclusion

** research indicates that providing real issues - pithy issues to write about are far more successful and interesting to students...

Paragraphs that Compare (same) & Contrast (different)

NO YES
0 1 2 3 4 5
fix up zone

Compare (same) Paragraph

- | | |
|-------------|---|
| 0 1 2 3 4 5 | 1. Does the first sentence tell the two things that are being compared? |
| 0 1 2 3 4 5 | 2. Does the first sentence tell that the paragraph will tell how the things are the same? |
| 0 1 2 3 4 5 | 3. Do the remaining sentences tell how the two things being compared are the same? |
| 0 1 2 3 4 5 | 4. Are the similarities clear? |
| 0 1 2 3 4 5 | 5. Is the paragraph easy to understand? |

Contrast (different) Paragraph

- | | |
|-------------|--|
| 0 1 2 3 4 5 | 1. Does the first sentence tell the two things that are being contrasted? |
| 0 1 2 3 4 5 | 2. Does the first sentence tell that the paragraph will tell how the things are the different? |
| 0 1 2 3 4 5 | 3. Do the remaining sentences tell how the two things being compared are the different? |
| 0 1 2 3 4 5 | 4. Are the differences clear? |
| 0 1 2 3 4 5 | 5. Is the paragraph easy to understand? |

- * helpful to use a think sheet for C/C paragraphs - such as Venn or:
(do the reverse for DIFFERENT on similar grid)

Subject: Rescue Dogs

SAME		GROUPS
Categories	St Bernard	Newfoundland
<i>Uses</i>	<i>rescue</i>	<i>rescue</i>
<i>Height</i>	<i>full grown males</i>	<i>full grown males</i>
<i>Type of Fur</i>	<i>smooth dense - protects from cold</i>	<i>smooth dense - protects cold</i>

- * expand to essays by now integrating the paragraphs in the body to tell **BOTH** sides of an issue/comparison within that paragraph - so one paragraph one characteristic/category
- * write the body first - one paragraph per characteristic
- * then write the introduction and conclusion
- * use a different kind of think sheet to integrates:

Issue/Topic #1	compared to	Issue/Topic #2
<div></div>	with regards to	<div></div>
<div></div>	with regards to	<div></div>

Challenge of Teaching Students to **ELABORATE** their ideas in a paragraph or essay.

Paragraph Structure

Topic Sentence

linking word + reason/fact/detail

Explain

linking word + reason/fact/detail

Explain

linking word + reason/fact/detail

Elaborate Paragraph Think Sheet

TOPIC _____
(linking word) _____ (reason/fact/detail) _____
(Explain) _____

Elaborate Paragraph Think Sheet

TOPIC _____
(linking word) _____ (reason/fact/detail) _____
(Explain) _____

Elaborate Paragraph Think Sheet

TOPIC _____
(linking word) _____ (reason/fact/detail) _____
(Explain) _____

Teaching Sequence:

- 1) Go over the rubric - (used an example as Portland as my favorite city) with an example to show each rubric element { Teach the WHAT before the HOW}.
- 2) Brainstorm big ideas related to the topic ("how can we improve the world...") - using Think/Write - Pair - Share - with the teacher providing the first few examples to prime the pump at getting the students going.
- 3) Share out the ideas - help students to add to their lists...
- 4) Pick a FEW of the ideas -the very best ones -and elaborate them - not just write a list of stuff...
 - * LIST
 - * CROSS OUT
 - * CONNECT
 - * ORDER - PICK THE ONES TO ELABORATE
- 5) Transfer the ideas in the order you want them in to the Think Sheet organizer
- 6) Be sure to include linking words -helpful to provide students linking words sheets where they go together - NOT "first, however, after" - but groups that go together... such as: "first - second - third" to "to begin with - also - in the end"...
- 7) Then students begin to actually write their paragraph...

**** Essay is just an expansion or more complex version of the elaborated paragraph... now the rubric is structured around: Introduction - Body - Conclusion - Written Mechanics - with same essential content issues of: Topic or point of view : the reason-explain - reason**

-explain and so forth... the key is to explain / support /provide evidence for your point of view...

- use linking words that tie the paragraphs together (e.g. first, additionally, But most important...

<u>Essay Think Sheet</u> (same process of brain storming possible reasons or big ideas first)				
Introduction	Body Paragraph A	Body Paragraph B	Body Paragraph C	Conclusion
Topic of Essay	1. (linking word) + Point	2. (linking word) + Point	3. (linking word) Point	Plan Conclusion (check one that fits)
Position on Topic	Explain	Explain	Explain	___ summarize
Plan Major Points				___ Convince ___ Call for action
				Title

** many more paragraphs can be added as needed

Note:

✓ that the title is the last entry on the think sheet - as a result of the whole planning process...

✓ the conclusion is hard for many students - thus to give 3 basic choices of how to frame the conclusion... (will I summarize, convince, call for action).

✓ can add more spice like the "hook" later - after they are pretty good at writing a basic essay - then worry about a lively hook... this would come AFTER the title -it would be the last thing on the think sheet - not the first...

(See: REWARDS Plus for these writing strategies taught in the context of Social Studies, check out www.sopris.west.com for more on REWARDS Plus)

** well to sum up - Anita Archer is incredible - and her model for writing(soon to be published in concert with her co-authors Mary Gleason and Steve Issacson) is so wonderful...

Cheers, KF

PS Anita, Mary Gleason, & Steve Issacson are putting this writing process into the form of a published writing curriculum - should be out by next Fall 2004 from Sopris West...KF